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The educational needs of the city of Baltimore have increased in a period when its ability to support education has decreased. The number of culturally deprived children with special educational needs has increased. Factors used to identify cultural deprivation include population density of the area, divorce rate, value and condition of homes, student non-promotion rate, and student grade levels in arithmetic and reading. This project is designed to accelerate the achievement of disadvantaged children, to identify the talented, to heighten their aspirations, and to develop in them the skills necessary for full and mature citizenship.

The program prepares four- and five-year-old children for a regular elementary school program by reducing gaps in "cultural experiences." Each center is staffed by a senior teacher and an assistant teacher. A teacher's aide helps with clerical and non-teaching duties. Parental involvement is of central importance.

Although the Project will focus on language skills and communication experiences, it will also seek to widen the cultural horizons of the children. Major emphasis will be placed on expressive activities. Imaginative literature will be read to the children, and they will be instructed in personal hygiene. All community organizations and agencies will be called on to help with research on cultural deprivation and with selection of participants.

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G-2
Early Admission
Project

An Early School Admissions Project

related to in-school learning activities and experiences for

culturally deprived children

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submitted by

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and initiated by

Dr. George B. Brain
Superintendent of Public Instruction
Baltimore City Public Schools

July 1, 1962

FOREWORD

The Baltimore City Public Schools submit a project consistent with the objectives of the Ford Foundation's GRAY AREA PROGRAM. The project is designed to accelerate the achievement of disadvantaged children, to identify and assist the talented among them, to heighten their aspirations, and to develop in them the skills necessary for full and mature citizenship. The project also seeks to increase parental understanding of the values of education and to increase their own sense of responsibility for the education of their children. Moreover, it aims at mobilizing community resources to help them accomplish these goals.

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PROJECT HELP

THE PROBLEM

Baltimore City like most other large metropolitan areas has the problem of increasing educational needs at a period when its ability to support education has been decreasing. This is evidenced from the fact that in 1950 Baltimore City had 46% of the state's equalized assessed valuation of property, or $25,247 per pupil; today only 32%, or $18,541 per pupil. Also in 1950 Baltimore City had 33% of the state's total net personal income, in 1960 only 29%.

Less Ability to Support Increasing Needs

These developments might not have hurt Baltimore City's ability to support municipal services if all of its service needs had also decreased in the same proportion. But this was not the case. Consider, for example, only education. In 1950 Baltimore City had a net roll of 118,087 pupils, but today (1961-62) the figure has increased to 175,042 pupils. Thus the city's educational needs have increased in a period when its ability to support education has decreased. This is reflected in the fact that a larger number of children because of cultural deprivation and related factors are requiring more expensive curricula than was the situation heretofore.

Numbers of Culturally Deprived Children

No hard and fast, objective definition of cultural deprivation exists. Since there are multiple causes for cultural deprivation, several factors rather than a single factor were used to identify a culturally limited area. Among these factors were population density, divorce rate, value and condition of homes, overageness in grades, nonpromotion rate, and grade levels in arithmetic and reading.

Of Baltimore City's 168 census tracts, 56 contain a majority of children who could be classified as culturally deprived. The total number of children living in these 56 census tracts is 76,507. These tracts lie principally within the city's central core. They contain approximately 46,100 children who have intelligence quotients of 85 and below.

The following table contrasts the difference between a culturally deprived area and one which is not.

Table I

Contrast Between a Typical Culturally Deprived
Problem Area and a Nonproblem Area in Baltimore City

Item	Nonproblem Area	Problem Area
Number of persons per dwelling unit	3.05	3.62
Median age - Male	37.7	29.8
Female	38.3	29.3
Separated and divorced per 1000 (female only)	15.8	78.7
Median value of homes	$19,100.00	$5,000.00
Renter-occupied (contract rent)	136.00 per mo.	52.00 per mo.
Poor homes per 1000 housing units (dilapidated, deteriorated, lacking sanitary facilities)	9.7	435.3
Overageness in grades	3.7%	21.7%
Nonpromotion rate	1.2%	11.6%
Median years below or above grade level (6th Grade) for		
Arithmetic	+1.5 above	-1.1 below
Reading	+1.4 above	-1.6 below

Sources of Data: 1960 Bureau of Census Reports and Bureau of Research, Baltimore Public Schools.

Baltimore City presently is providing for 11,200 culturally deprived children in various educational programs. But the nature of the present population change indicates that the problem will get worse before it gets better. Funds are unavailable presently to construct the necessary facilities and to employ the properly trained educational personnel to instruct the additional 35,000 children who need special educational opportunities. As more and more areas undergo population change, an increasingly larger and larger number of children will require special education programs. Table II indicates the extent of the problem in Baltimore City of all disadvantaged children in public schools for the school year 1961-62.

Table II

Extent of Problem in Baltimore City of Special Education and Culturally Disadvantaged Children in Public Schools 1961-62

Selected Special Education Programs	On Net Roll	Waiting List
Elementary Schools		
Mentally handicapped (opportunity classes)	5,000	4,210
Trainables	200	280
Day Camps (socially handicapped)	100	10
Culturally disadvantaged	--	22,000
Junior High Schools		
Special Curriculum (mentally handicapped)	6,000	--
Culturally disadvantaged	--	8,500
Total Net Roll (1961-62)	175,042	--

Baltimore City Public Schools

Note: Baltimore City also provides special education programs for 315 physically handicapped elementary school children and 71 physically handicapped junior high school students.

Need for Cultural Learning Experiences

Another means of getting at the extent of this problem is by examining the median class size in different special education programs. At the elementary level, a teacher of an opportunity class, on the average, has to work with 23 children. The ratio at the junior high level is slightly more than 24. All indications are that the teaching load will increase in the years ahead.

By 1965, if we enroll disadvantaged children in programs unique to great cities like Baltimore, a special educational provisions must be made for approximately 35,000 additional children. Providing for so many pupils would require the employment of 525 additional professional persons and 175 classified personnel, resulting in additional costs for both capital outlay and operating expenses of some $10,500,000 over the next three years. Another way of underscoring the magnitude of the problem placed on our schools for special education programs more suited to the needs of culturally deprived children is to look at the following statistics:

One out of every 5 children in our 6th grade is reading at a level which is 2.4 grades below normal.

Also 1 out of every 5 children in the 6th grade is 1.9 grades below normal expectation in arithmetic.

Regressive Effects of Cultural Deprivation

Statistics show that in Baltimore, as in other great cities, culturally disadvantaged children fall farther and farther behind their normal counterparts. For example, at Grade 2, these children score only a few months below grade level, but by the time they reach Grade 5 they are on the average 2.1 grade levels behind in reading and 1.7 in arithmetic. Moreover their scores on mental ability tests have consistently averaged 5 to 7 points below the figure these children scored three years earlier in Grade 2. There is evidence that, because of their limited cultural experiences, low aspiration, and high mobility, these children experience fewer and fewer academic successes year by year as they reluctantly attend school until the legal leaving age.

Many of the culturally deprived children live in "homes" in which a parent or parents lack time, knowledge, and understanding to provide their children with the learning experiences they need. Too many of these children come from "homes" which have no father, step-father, or male guardian and are held together only by a mother's love. Many parents must work exceptionally long hours to keep their family intact; many are too physically or emotionally ill to carry out their parental responsibilities; and some parents simply do not care. In such cultural environments, the children become increasingly, academically handicapped. Many of them feel that they have completed their education at age 16: they become drop-outs. Last year (1960-61) over 6,100 children withdrew from our schools.

. <u>A Proposal</u>

To overcome these adverse conditions, Baltimore proposes to conduct an educational program designed to enrich the lives of culturally disadvantaged 4- and 5- year-old, out of school children. There are presently about 16,000 children in this category. The program is specifically designed to get the child ready for a regular elementary school program by reducing the gap in his "cultural experiences". Project HELP is not designed to operate in a vacuum--unmindful of the district's present ongoing educational programs. Thus, Project HELP will be articulated not only with the nongraded elementary program, but also with regular elementary classes and programs.

THE HYPOTHESIS

In the world's life-span of human history, many civilizations have fallen by the wayside. Our own is embattled in this threat to its existence. Yet long ago, our forefathers set the paramount goals of the nation. These were and still are: (1) to guard the rights of the individual; (2) to ensure the development of his unique talents; and (3) to enlarge his opportunities of self-realization and community service. These goals placed our nation squarely behind the principle that each person is of great importance; they led the nation out of its morass of human slavery; they still inspire persons in their struggles against social injustices. That which America has long held as an ideal--quality education for all--thus emerges as an economic and political necessity. To the degree that we achieve this ideal, the fate of freedom in much of the world, as well as our very own, hangs in the balance.

Thus, Baltimore City's proposal to provide a program of special learning activities for 4- and 5- year old, culturally deprived children is not just an affair of the heart. It is in consonance with goals set long ago by our forefathers. Such goals undergird our entire framework of freedom and self-government. Only in the fulfillment of these ideals can words like "freedom", "equality of educational opportunities", "equality of employment opportunities", and "liberty" ring true and not false to our people.

Enrichment

Viewed in this light, Baltimore City's Project HELP is more than just a proposal of hope. It is a research project designed to enrich the lives of culturally deprived 4- and 5- year olds.

1. It seeks to help children overcome those academic handicaps which otherwise would confront them upon their entrance to regular elementary school programs.
2. It proposes to determine the learning experiences needed to overcome those cultural limitations in otherwise normal children by developing their abilities to meet satisfactorily the learning tasks of the regular school program. Other major purposes under the project proposal are as follows:

Reading Development

Recognizing the key importance of reading, the elimination of those factors which impede the development of reading skills is a prime, strategic objective of the project. The assumption is made here that the reading problems of culturally deprived children stem more from ethnic and sociological factors than from present reading methodologies. With this in mind, the identification of these factors and their effect on the abilities of these children to learn is a major purpose of this proposal. However, the study will examine, in light of the needs of these children, a number of fundamental reading approaches. The hope here is to uncover those that are significant. The possibility also exists that new approaches in reading instruction for the culturally deprived may have to be developed.

Home and Parental Participation

Central to the success of this project is the recognition of the importance of the home and of the nature of the community in which are pocketed the culturally deprived. Home, community and school have inseparable roots. Too often foolish separation of school, home, and community have led to school programs functioning in a vacuum. The schools cannot function apart from the heat and dust of daily life. To this end, Baltimore City's Project HELP shall involve the parents of the culturally deprived and other interested adults. The hope here is that if such parents, particularly the mothers, are taught how to nurture and guide their children properly, they will value and participate in those activities which contribute to the cultural enrichment of their children. One avenue through which this objective might best be achieved is through parental participation in the work of a Help center. Consequently, as a corollary of the main objective, a subsidiary purpose of the present proposal is to test which are the most effective ways to ensure that parents of the culturally deprived will continue to participate in their children's cultural enrichment.

THE PROCEDURE

To carry out the objectives of the present proposal, the Baltimore City Department of Education shall provide both funds and personnel supplemented by foundation funds. The project will run from September, 1962, to September, 1965, -- a total of 3 years. However, longitudinal studies of the children involved in the project will be continued throughout their elementary school years.

Dimensions of the Program

Within Baltimore City's six Elementary Supervisory Districts, will be located a total of four HELP Centers. Each center will be staffed with a "Center Teaching Team". Each Center Team will be responsible for approximately 30 culturally deprived 4- and 5- year olds. The team shall consist of a minimum of 4 persons. At least 3 team members shall be present for each day of instructional activities.

Each team shall be headed by a Senior Teacher--a well-trained, competent primary teacher.

A well-trained teacher on a per diem basis will be available to assist the Senior Teacher.

To free the teachers of clerical and certain administrative non-teaching duties so that instructional activities will be facilitated, a Teacher's Aide is to be provided.

The final member of the Center Team is the Volunteer Mother. Serving on a one-day-once-a-week rotating basis, and under the guidance of the Senior Teacher, she will contribute to the success of the project by assisting the professional staff as needed.

The desired professional qualifications and personal characteristics of each team member, as well as a job description, are outlined in detail in the Appendix.

Primary responsibility for coordinating all aspects of the activity programs in the four HELP centers shall be that of the Project Coordinator. He shall serve as the over-all administrator of the several centers. The Project Coordinator's specific job duties, as well as his desired professional qualifications and personal characteristics, are outlined in detail in the Appendix.

Project HELP has been designed specifically to discourage those parents who might want to regard the program as a convenient dumping ground for their children. The project center will be neither a day care center nor a nursery school. It is an educational program for disadvantaged children. Attendance will be required 3 hours per day, 5 days a week in the case of half-day centers, and 6 hours per day, 5 days per week for full-day centers.

The project's instructional program is uniquely conceived to provide those learning experiences which culturally deprived children would not otherwise receive unless school-provided. But it is designed to do more than this. To be sure, the instructional program would revolve around the culturally deprived children, but not exclusively. The program also includes provisions for the participation of the parents of culturally deprived children.

Parental Involvement

Mothers and other adults will be welcomed in the program. The senior teacher and mother will discuss child and home problems. Mothers will be encouraged to participate with their children in culturally significant experiences. Their participation will enhance the effectiveness of the program because parents will value and reinforce the efforts of the school. Other effects of involvement of parents in the project will be its synergistic benefit; each mother involved in the project can share with her neighbors what she has learned; she will, in effect, be acquainting and apprising other mothers of the culturally deprived of the benefits of school and related activities.

A fuller description of the parent education aspects of the project occurs later in this proposal.

Criteria for Selection of HELP Centers

Project HELP is to be considered in terms of two distinct phases. The first phase calls for two HELP Centers to become operational in September of 1962. This is to be considered as the experimental phase.

Such lessons as will be learned in getting these centers operational will be used to broaden Project HELP to the city's remaining Elementary Supervisory Districts. Thus, four more HELP Centers are expected to become operational by September of 1963. The decision as to whether or not these four centers will operate on a full-time or part-time basis shall be made at a later date. This postponement is highly desirable in light of the knowledge to be gained from the two centers which will have been operational. All HELP Centers shall be school-related.

Criteria for the selection of HELP Center-related schools are as follows:

. <u>Neighborhood</u>

The school must be located in a neighborhood in which socio-economic resources are limited, social attitude and standards are low, home ownership is negligible, juvenile delinquency is high, and parental or family focus on the children exists only slightly if at all.

Because help from other community agencies is essential to the success of this project, preference shall be given to those neighborhoods in which churches, the Department of Public Welfare, the Department of Recreation, the Department of Health, and other such community organizations are already at work on the social and cultural problems of the neighborhood.

In addition, for the experimental phase of the project, one school-related HELP Center shall be located in a racially well-integrated neighborhood and the other in a predominantly white culturally deprived neighborhood. Also, one center shall be operated as a full-day center; the other, as a half-day center. Which center shall operate as the full-day and which one the half-day program is a decision to be made later.

. Staff Characteristics

The HELP Center-related school must have a well-trained staff. In addition to this, both the school principal and his faculty must be particularly sensitive to the problems of culturally deprived children and their parents--unfrightened and unfrustrated by the initial slowness of these children to learn. In this regard, the staff must be long on cooperation, sympathy, patience, and understanding as it labors with the community to overcome the negative effects of cultural deprivation. The HELP Center-related school should adhere to a philosophy which embodies the principles of child development. Such a philosophy should ensure provision for flexibility and adaptability which is necessary if the social needs of culturally deprived children are to be met either individually or collectively.

. School Organization and Longitudinal Studies

Lastly, since provision will be made to carry out several longitudinal studies on these children, preference will be given to those schools which already have in operation a nongraded school organization and a flexible learning program. It is planned that longitudinal studies of the children involved in the project will be continued throughout their elementary school

years by the Bureau of Research in cooperation with the Institute for Developmental Studies of the New York Medical College and local universities. The Baltimore City Health Department will cooperate in studies which have health implications.

Dimensions of Learning Experiences

The development of a series of learning experiences for culturally deprived 4- and 5- year olds requires a departure from traditional academic curricula. Although Project HELP will focus on language skills and communication experiences, the program is not just a downward extension of an academically oriented curriculum.

The project seeks to widen the cultural horizons of children who have never had, and probably will never have, the cultural experiences they need unless the school provides them.

. Self Concepts

The dimensions of learning experiences these children should have extend beyond the traditional content and methods being utilized in most schools today.

The program for these children must make skillful use of such findings of research in child development as these: children need experiences which focus primarily on love and understanding, which help to develop in each child an awareness of himself as a person and as an individual who is regarded by others as important of and for himself, and which provide evidence that others care about what happens to him.

. Articulation

Goals toward which the program is directed have been listed and the skills and attitudes essential to the realization of the goals have also been

identified. In addition, a series of possible learning situations which will contribute to these goals and which are appropriate to the HELP Centers are described in the Appendix, pages 37 to 47. This analysis will help to insure an early school program that will, by design, anticipate the child's successful adjustment to school tasks and expectations. The development of each individual in relation to these skills will be studied during the early admission program and subsequently their growth levels in longitudinal studies throughout the elementary school life of the child.

. Health and Personal Hygiene

The children's health will receive daily attention. A nurse will give the children a daily health examination. The Center Team will correlate the health examination with those activities which bear on health needs of children, such as the serving of snacks and toileting.

. Activities

The program will include learning experiences related to the educational, physical, social and emotional needs of culturally deprived children.

Children will have a variety of experiences through which to assimilate the cultural heritage. They will be oriented to appreciation of art media through finger painting, for example. Human relations will improve in socializing experiences, such as play activities involving teams of children in cooperative endeavors.

The children will experience a balance of action and quiet, stimulation and serenity. The day will have regular routines and challenging opportunities. A good day will teach the children the intellectural and physical satisfaction of planned work, necessary rest, and creative play.

The children's understanding of the world around them, as well as the pleasure of sharing with others an interesting experience, will be gained on a walk in the school neighborhood or through a nearby park. Children will be encouraged to observe alertly and to talk interestingly about what they see and hear.

Imaginative literature (poems and stories) and well-written factual material will be read to the children by members of the Center Team in ways which will develop the children's creative imagination and word power in communicating to each other and to adults.

Through their own creative expression in words, music, rhythms, dance, and art media, the children will reveal their needs, interests, and talents and will grow in understanding of themselves and of their environment. Expressive activities will constitute a major emphasis in the program.

The desired outcome of these activities is the development of values, attitudes, and skills essential to individual growth and social competence: acceptable social habits, skill in communicating ideas and feelings, health habits--in short, an experiential background which all children should possess if they are to succeed in school and in life.

As previously stated, a detailed analysis of curriculum goals and possible learning situations appears in the Appendix, pages 37 to 47.

. Child-Parent Relationships and Parent Education Program

Recognizing that the educational and cultural growth of both childrer and parents is important, the project will focus attention on the child, his parents, and his home and community environment.

The instructional program itself is designed to involve parents through these procedures: Parents will participate as observers of the

program and the Senior Teacher will meet with mothers individually and in groups to encourage their participation.

However, in the first stages of the project, the relation of parents to the Center will be informal and unstructured. No effort will be made to conduct parent education classes in the traditional manner. These are not parents who can be expected to gain either enthusiasm or insight through lectures, organized meetings, or other formal "student" activities which might demand an unrealistic level of scholarship and concentration.

Instead, parents will be welcomed in the Center on a friendly basis. Many opportunities will be provided for these parents to talk freely and without direction or supervision from the Center staff. Such conversations will permit freedom of exchange of experiences and of concerns and will help establish an acceptance of the work of the Center. A member of the staff may interpret to a parent the behavior of a child as he is engaged in the program or may explain the value of the materials being used or the learning experience which is provided. But always such explanations will be made in a nonpedagogical, nonlecturing manner. The "buddy parent" approach will be used, with one parent involving another and perhaps passing on her understanding or answering the other parent's questions.

Activities will be developed with parents to explore promising ways of working with them and of determining the relative effectiveness of these approaches in developing a parent education program of significant value to the aims of the HELP Project. Techniques employed so successfully by Home Demonstration Agents working in rural areas will be adapted to the work with parents of the children in the program.

Criteria for Selection of Children

As noted at the outset, no scientifically objective definition for the culturally deprived exists. Of necessity, then, criteria for the selection of children for admission to HELP Centers cannot be rigid and inflexible. These criteria revolve mainly around the principle of exclusion rather than inclusion.

Screening HELP Center children would be accomplished through the process of interview by the Project HELP Screening Board. Six such boards would be convened, one for each elementary school area.

The board would consist of the following persons: the specially trained Senior Teacher of the Center Team; the per diem teacher of the Center Team; an area school social worker; and a specialist in child guidance. These persons would draw upon local public health personnel, clergy, welfare workers, the Project Coordinator, and specialists in the area of human development for guidance and assistance in selecting culturally deprived children.

The board will be guided by the following general criteria:

1. Age: Only children who are either 4 years old or 5 years old and not in a kindergarten program are to be considered.
2. Physical Condition: Children who are in reasonably good physical health--normal hearing, eyesight, etc.--are to be given preference. Trainables and children under the continuing care of a doctor are to be excluded.
3. Intellectual Ability: Children who are of normal intellectual ability rather than mentally retarded or uneducable are preferred.

4. Social Environment: Children whose home and social environments are devoid of normal learning experiences in the language arts and communication skills areas are to be preferentially considered. These children will normally have limited "life-space" concepts.

5. Parental Participation: Parental participation shall be considered in the selection of children in the operation of the first two centers as follows: one center shall select only those children whose parents evidence interest in the program and who will assume responsibility for their regular attendance; the second center shall not use the criterion of parental participation as a screening measure in selecting children. Parental participation as a criterion for the selection of children in the additional centers to be opened in September of 1963 shall be determined at a later date.

6. Residence: In light of the first five selection criteria, all factors being equal, children who reside in close proximity to the Center are to be preferred.

Program of Orientation

Project HELP requires specially trained personnel. For this reason, the Center Team must begin with an assessment of the cultural and academic levels of parents of the culturally deprived. This is because culturally deprived homes foster handicaps rather than offer advantages to the children concerned. Consequently, the Center Team must work not only with culturally deprived children but also with their parents.

A knowledge of both child and parents will create the necessary condition for success. The Department of Education plans to accomplish this through an orientation workshop and other orientation activities. Educational specialists in the various learning areas will acquaint each member of the Center Team with the dimensions of each job and the know-how to get it done. This orientation phase of the project will constitute a carefully planned approach preceding reception of children in the HELP Centers. Its exact length and nature will be determined as the full details of the program assume form.

Research Help from Other Sources

The Department of Education will draw upon the talents of many community organizations and agencies for assistance in resolving the problems of cultural deprivation. The Department will also request the services of personnel in various formal and informal community organizations that possess a profound knowledge of the culturally deprived at either the adult or the child level. The Department of Health shall provide the necessary personnel to carry out the health activities phase of the project. Such knowledge will prove invaluable in devising a series of meaningful learning experiences for culturally deprived 4- and 5- year olds. It will draw upon the talents of curriculum experts at both the University of Maryland and Morgan State College, as well as at other leading universities in the nation.

Possible Longitudinal Research Studies

It is expected that these specialists will avail themselves of the many research possibilities in this project. For example, longitudinal studies might be conducted to learn the relationship between environment and personality, testing the hypothesis that personality traits are immutable in adult life; to study how the cultural environment affects the self-concept; to study what developmental tasks culturally deprived children need most, modifying the ongoing instructional program in light of such research findings; and lastly to learn how best to develop understanding and sympathy for acculturation processes in adults, children, and teachers. Other questions related to the project will be investigated.

Such longitudinal research studies might be undertaken as the following: the relationship between social deprivation and intellectual development; minority group and class status as related to social and personality factors affecting scholastic achievement; and the identification of prereading deficiencies in culturally deprived children and the development of procedures to correct these deficiencies.

It is expected that these longitudinal studies will continue over a period of several years, following the child in his progress from the pre-school Center through the kindergarten and the elementary school on into the secondary schools.

Evaluation of Project HELP

Because of the critical importance for education of the results of the Project HELP study, not only to Baltimore City but also to other great cities and school districts in which large numbers of culturally disadvantaged children might reside, an

independent appraisal of the project should be made by a highly qualified research organization. The Institute for Developmental Studies of the New York Medical College has done basic research on educational approaches for children of limited backgrounds. Dr. Martin Deutsch, Director of the Institute, has conferred with the planning staff of the Baltimore City Department of Education concerning possible evaluative research designs for the project. However, a research design for the project has been prepared and will be developed further as the project progresses. The Bureau of Research of the Baltimore City Schools will be responsible for organizing and coordinating all research activities. An outline of the research desig for the Project appears in the Appendix.

TABLE III

Budget Summary
September 1962 to June 1965

Category	Total Funds
1. Personnel	
Project Coordinator	$33,530
Senior Teachers	76,700
Per Diem Teachers	40,500
Volunteers	900
Aides	14,980
Administrative and Supervisory Assistance	5,000
Substitute Salaries (sick leave, etc.)	3,000
2. Supplies and Materials and Equipment	
Experimental Equipment, including refrigerators, furniture, etc.	11,830
Experimental Supplies, including finger paints, etc.	9,000
Food Service for children (snacks incl. paper cups, etc., lunch, overhead)	16,960
3. Overhead	
Rental of school quarters	10,000
Gas and electricity	1,000
Retirement and Social Security	15,000
4. Transportation of children	54,600
5. Consultant and Research Services	16,000
6. Health Services	10,000
7. Recording and Publication Costs	8,000
8. Travel, Conference, and Inservice Costs	3,000
Total	$330,000

Estimated Cost by Fiscal Years

Fiscal Year	Total Funds	Foundation Funds	Baltimore City Funds
1962-63	$85,000	$59,000	$26,000
1963-64	123,000	52,000	71,000
1964-65	122,000	44,000	78,000
Total	$330,000	$155,000	$175,000

TABLE IV

Budget Summary Showing Assignment of Costs of Operating Pre-School Program for Culturally Deprived Children for the Period 1962-63 to 1964-65

Category	Total	Foundation Funds	Baltimore City Funds
Salary of Project Coordinator	$33,530	$33,530	0
Salaries of Senior Teachers	76,700	60,000	16,700
Salaries of Teachers (Per Diem) (Special Substitute Rate)	40,500	30,600	9,900
Carfare-Volunteers ($.50 a day for 185 days)	900	0	900
Salaries of Aides (6 hr. day @ $1.50 per hr. 185 days)	14,980	3,330	11,650
Substitute Salaries (Sick Leave, etc.)	3,000	0	3,000
Bus Service for Children (4 small buses @ $32.85 per bus per day for 185 days)	54,600	4,000	50,600
Rental of School Quarters	10,000	0	10,000
Gas and Electricity for Each Center	1,000	0	1,000
Experimental Equipment (incl. furniture, mats; cots, sheets, and blankets for full-day centers; pianos, refrigerators, etc.)	11,830	3,540	
Experimental Supplies for Pupils' Activities (finger paints, clay, library books, etc.)	9,000	2,000	7,000
Food Service for Children (@ $.06 for snack, $.25 for lunch, $.25 for overhead per pupil)	16,960	0	16,960
Administrative and Supervisory Service			
Elementary Education	2,650	0	2,650
Central Administration	2,350	0	2,350
Health Services (Equiv. to Nurses' Salary)	10,000	0	10,000
Consultant and Research Services on Specific Investigations	16,000	14,000	2,000
Retirement and Social Security	15,000	0	15,000
Recording and Publication Costs	8,000	2,000	6,000
Travel Costs	3,000	2,000	1,000
Total	$330,000	$155,000	$175,000

Note: For the school year 1962-63 only two Project Help Centers will be in operation. The following year, 1963-64, the two additional Project Help Centers will be placed in operation.

TABLE IV (Continued)

1962-63 Budget for the
Costs of Operating Pre-School Program
for Culturally Deprived Children

Category	Total	Foundation Funds	Baltimore City Funds
Salary of Project Coordinator	$11,130	$11,130	0
Salaries of Senior Teachers	16,400	16,400	0
Salaries of Teachers (Per Diem) (Special Substitute Rate)	8,600	8,600	0
Carfare-Volunteers	190	0	190
Salaries of Aides (6 hr. day @ $1.50 per hr. 185 days)	3,330	3,330	0
Substitute Salaries (Sick Leave, etc.)	600	0	600
Bus Service for Children (4 small buses @ $32.85 per bus per day for 185 days)	12,100	4,000	8,100
Rental of School Quarters	2,000	0	2,000
Gas and Electricity for Each Center	200	0	200
Experimental Equipment (incl. furniture, mats; cots, sheets, and blankets for full-day centers; pianos, refrigerators, etc.)	6,940	2,540	
Experimental Supplies for Pupils' Activities (finger paints, clay, library books, etc.)	3,000	1,000	
Food Service for Children (@ $.06 for snack, $.25 for lunch, $.25 for overhead per pupil)	3,760	0	3,760
Administrative and Supervisory Service			
Elementary Education	1,000	0	1,000
Central Administration	750	0	750
Health Services (Equiv. to Nurses' Salary)	2,000	0	2,000
Consultant and Research Services on Specific Investigations	8,000	8,000	0
Retirement and Social Security	3,000	0	3,000
Recording and Publication Costs	2,000	2,000	0
Travel Costs	2,000	2,000	0
Total	$87,000	$59,000	$28,000

Note: For the school year 1962-63 only two Project Help Centers will be in operation. The following year, 1963-64, the two additional Project Help Centers will be placed in operation.

TABLE IV (Continued)

1963-64 Budget for the
Costs of Operating Pre-School Program
for Culturally Deprived Children

Category	Total	Foundation Funds	Baltimore City Funds
Salary of Project Coordinator	$11,200	$11,200	0
Salaries of Senior Teachers	30,150	22,800	7,350
Salaries of Teachers (Per Diem) (Special Substitute Rate)	15,950	12,000	3,950
Carfare-Volunteers ($.50 a day for 185 days)	360	0	360
Salaries of Aides (6 hr. day @ $1.50 per hr. 185 days)	5,825	0	5,825
Substitute Salaries (Sick Leave, etc.)	1,200	0	1,200
Bus Service for Children (4 small buses @ $32.85 per bus per day for 185 days)	21,250	0	21,250
Rental of School Quarters (10 mos. per year @ $100 per mo.)	4,000	0	4,000
Gas and Electricity for Each Center	400	0	400
Experimental Equipment (incl. furniture, mats; cots, sheets, and blankets for full-day centers; pianos, refrigerators, etc.)	4,940	1,000	3,940
Experimental Supplies for Pupils' Activities (finger paints, clay, library books, etc.)	3,000	1,000	2,000
Food Service for Children (@ $.06 for snack, $.25 for lunch, $.25 for overhead per pupil)	6,600	0	6,600
Administrative and Supervisory Service			
Elementary Education	825	0	825
Central Administration	800	0	800
Health Services (Equiv. to Nurses' Salary)	4,000	0	4,000
Consultant and Research Services on Specific Investigations	4,000	4,000	0
Retirement and Social Security	6,000	0	6,000
Recording and Publication Costs	2,000	0	2,000
Travel Costs	500	0	500
Total	$123,000	$52,000	$71,000

Note: For the school year 1962-63 only two Project Help Centers will be in operation. The following year, 1963-64, the two additional Project Help Centers will be placed in operation.

TABLE IV (Continued)

1964-65 Budget for the
Costs of Operating Pre-School Program
for Culturally Deprived Children

Category	Total	Foundation Funds	Baltimore City Funds
Salary of Project Coordinator	$11,200	$11,200	0
Salaries of Senior Teachers	30,150	20,800	9,350
Salaries of Teachers (Per Diem) (Special Substitute Rate)	15,950	10,000	5,950
Carfare-Volunteers ($.50 a day for 185 days)	360	0	360
Salaries of Aides (6 hr. day @ $1.50 per hr. 185 days)	5,825	0	5,825
Substitute Salaries (Sick Leave, etc.)	1,200	0	1,200
Bus Service for Children (4 small buses @ $32.85 per bus per day for 185 days)	21,250	0	21,250
Rental of School Quarters	4,000	0	4,000
Gas and Electricity for Each Center	400	0	400
Experimental Equipment (incl. Furniture, mats; cots, sheets, and blankets for full-day centers; pianos, refrigerators, etc.)	1,940	0	1,940
Experimental Supplies for Pupils' Activities (finger paints, clay, library books, etc.)	3,000	0	3,000
Food Service for Children (@ $.06 for snack, $.25 for lunch, $.25 for overhead per pupil)	6,600	0	6,600
Administrative and Supervisory Service			
Elementary Education	825	0	825
Central Administration	800	0	800
Health Services (Equiv. to Nurses' Salary)	4,000	0	4,000
Consultant and Research Services on Specific Investigations	4,000	2,000	2,000
Retirement and Social Security	6,000	0	6,000
Recording and Publication Costs	4,000	0	4,000
Travel, Conference and In-service Costs	500	0	500
Total	$122,000	$44,000	$78,000

Note: For the school year 1962-63 only two Project Help Centers will be in operation. The following year, 1963-64, the two additional Project Help Centers will be placed in operation.

APPENDIX

JOB DESCRIPTIONS

PROJECT COORDINATOR

Function of the Position

To coordinate the planning and program implementation for all pre-kindergarten centers

Duties

1. To serve as the overall administrator of the several centers--dealing with the Senior Teacher, other staff members, appropriate Department of Education personnel, and the consulting staff

2. To organize and orient the staff of professional and volunteer workers

3. To coordinate and review the selection of children

4. To set up the physical facilities and organize the centers

5. To serve as a leader in guiding the design and implementation of the educational experiences provided for the children

6. To select materials and facilitate their use

7. To facilitate communication and services between staff personnel and various departments of the school system

8. To work with public departments and with service agencies within the community

9. To provide for the interpretation of the program to the parents by the Senior Teacher

0. To have primary responsibility for initiating and maintaining community contacts

1. To supervise the maintenance of records concerning the children in accordance with the research design

2. To assist with the records and other data regarding the nature, planning, and development of the project

3. To identify common problems, as well as those which are individual and unique to a particular center, and to make these problems known as possible research leads

4. To provide for continuous evaluation of the program

III. Qualifications

Candidates should possess the following qualifications:

Professional training and experience

1. Sound scholarship and good professional preparation, preferably a master's degree or more

2. Successful teaching experience, preferably in early childhood levels

3. Satisfactory experience in administration or in leadership of group activities

4. Extensive background in sociology and psychology

5. Sound understanding of child development, with special emphasis on early childhood education

Personal Qualities

1. Good physical health and emotional stability

2. Patience and understanding

3. Ability to listen

4. Reasonable stability of personal plans since this assignment will continue for a period of several years

Professional Qualities

1. Skill in establishing and maintaining good human relations

2. Flexibility in attitudes and ways of working

3. Ability to speak effectively to both small and large groups, to professional and lay groups in both formal and informal settings

4. Ability to write effectively for both lay and professional consumption

5. Insight and ability to sense research possibilities as they emerge in the project

SENIOR TEACHER

I. Function of the Position

To serve as the direct head of the experimental center and as the teacher having maximum contact with the children

II. Duties

1. Through the use of appropriate avenues to establish the proper physical environment for the center

2. To help screen the children for the center on the basis of established criteria

3. To develop with the staff a balanced educational program designed to fit the unique and specific needs of the children

4. To utilize all available resources in the development of the program

5. To provide experiences for the children in the following areas:

   a. Enriching ideas and developing language arts skills

      (1) Story telling
      (2) Carrying on conversations
      (3) Arranging for and accompanying children on educational trips and leading them to understand and talk about what they see and do
      (4) Helping children to build concepts and to find ways of expressing their ideas and understandings through appropriate vocabulary and speech habits
      (5) Providing for dramatic play through which children can express their thoughts and feelings

   b. Helping children to experience healthful and safe living through appropriate activities

      (1) Supervising the free play of children
      (2) Teaching suitable games and exercises
      (3) Teaching habits of personal cleanliness
      (4) Communicating with nurse and with parents regarding children's physical conditions which need correction
      (5) Teaching children to live safely in their environment

   c. Providing children enriched experiences with a variety of materials in the fields of art, music, and literature through which ideas may be gained and expressed

      (1) Helping children explore the use of different art media as a means of expressing their ideas

(2) Providing rich opportunities for rhythmic expression in response to music
(3) Using sensory materials and activities as a means of developing children's esthetic attitudes and abilities and increasing their intellectual comprehension

6. Guiding the staff in maintaining records of the pupils and the project, including descriptive and anecdotal records as well as the accumulation of facts and statistics relating to the project

7. Assuming responsibility for the professional operation of the center under the guidance of the coordinator

8. Scheduling and coordinating the work of the staff members in the center

9. Cooperating with the coordinator in initiating and maintaining community contacts

10. Working with parents in interpreting the work of the center, the progress of the children, and the opportunities for parent support and participation

III. Qualifications

Candidates should possess the following qualifications:

Professional training and experience

1. Bachelor's degree as a minimum
2. Successful teaching experience, preferably in early childhood levels
3. Sound understanding of child development, with special emphasis in early childhood education

Personal Qualities

1. Good physical health and emotional stability
2. Great warmth and patience with children of limited background

Professional Qualities

1. Flexibility in attitude and in teaching practice
2. Skill in establishing and maintaining good human relations with adults as well as with children
3. Skill in delegating administrative and clerical details to clerical workers in order to free teachers from nonprofessional instructional tasks

TEACHER

I. Functions of the Position

To serve with the Senior Teacher in implementing the total program of the experimental center and to be responsible, under the direction of the Senior Teacher, for providing the necessary educational experiences culturally deprived children need

II. Duties

1. Providing an effective program of orientation to the center's program

2. Helping children to build concepts and to find ways of expressing their ideas and understandings

   a. Telling and reading stories
   b. Carrying on conversations
   c. Taking children on trips and providing them with opportunities to talk about what they see and do
   d. Providing for dramatic play through which children can express their thoughts and feelings

3. Helping children to experience healthful and safe living through appropriate activities

   a. Teaching suitable games and exercises
   b. Teaching children habits of personal cleanliness
   c. Teaching ways of safe living
   d. Supervising the free play of the children
   e. Communicating with nurse and with parents regarding children's physical problems which need correction

4. Providing enriched experiences with a variety of materials in the fields of art, music, and literature through which ideas and feelings may be gained and expressed

   a. Helping children explore the use of different art media as a means of expressing their ideas
   b. Providing rich opportunities for rhythmic expression in response to music
   c. Using sensory materials and activities as a means of developing children's esthetic attitudes and abilities and increasing their intellectual comprehension

5. Helping to ensure an effective learning program through proper diagnostic, remedial, and evaluative activities

6. Sharing with the Senior Teacher responsibility for interpreting the work of the center to the parents, the progress of the children, and the opportunities for parent support and participation

7. Supervising the teacher aide in maintaining records as well as in accumulating facts and statistics relating to the project

III. Qualifications

Candidates should possess the following qualifications:

Professional training and experience

1. Bachelor's degree or status as in interne in training
2. Satisfactory experience as a teacher of young children

Personal qualities

1. Good physical and emotional health
2. Reasonable likelihood of some stability of interest and continuance of service in the project

Professional qualities

1. Ability to establish warm human relationships
2. Ability to work with other cultural groups

TEACHER AIDE

I. Functions of the position

To assist in various aspects of the program by carrying out responsibilities that do not require professional training and skill but that facilitate the work of the professional staff

II. Duties

1. Seeing that materials are in readiness, making arrangements for visits and trips, arranging the physical environment of the classroom or project area

2. Helping the children toward more healthful and safe living

   a. Ascertaining the physical needs of the children, helping to arrange for medical and other related services, and accompanying children, where required, in securing such services
   b. Helping children, as a mother might, to establish good habits of dress, or toileting and personal hygiene
   c. Helping children to establish good eating habits
   d. Teaching habits of safety
   e. Assisting in supervising desirable play activities

3. Assisting in activities with parents

4. Assisting in the maintenance of needed records in connection with attendance, information about children, conferences, and the progress of the project

5. Cataloging of materials

III. Qualifications

Candidates should possess the following qualifications:

<u>Professional training and experience</u>

1. Typing and clerical training
2. Some work with children in church schools, camp counseling, or scouting if possible
3. Experience as a mother, or at least some knowledge and ability to relate to young children

Personal qualities

1. Good physical and emotional health
2. Willingness to take a course of training for participating in effective operation of the program
3. Reasonable likelihood of some stability of interest and continuance of service in the project

Professional qualities

1. Ability to work with other cultural groups
2. Ability to establish warm human relationships

I. Function of the Position

To serve on a rotating basis, under the guidance of the professional staff, in carrying out assigned responsibilities.

II. Duties

1. Contributing to the program by assisting the professional staff in terms of the volunteer's special interests and abilities and in relation to the specific needs of the center

2. Assisting in activities with children

   a. Play activities
   b. Health inspection
   c. Safety practices
   d. Food service and eating habits
   e. Personal hygiene and good habits of toileting
   f. Clothing
   g. Educational trips

3. Contributing any special talents or abilities in activities

   a. Story telling
   b. Music and dance
   c. Dramatic play
   d. Arts and crafts
   e. Library service
   f. Typing and transcribing of records; filing

4. Assisting in activities with parents in ways appropriate to the individual

III. Qualifications

Candidates should possess the following qualifications:

<u>Personal qualities</u>

1. Good physical health and emotional stability
2. Ability to exercise patience with young children
3. Ability to establish warm relationships
4. Sincere interest in and respect for people of all groups

<u>Professional qualities</u>

1. Understanding of young children and their problems through practical experiences as a parent and/or as a participant in community groups
2. Willingness to take training for the program
3. Willingness and ability to give regular and dependable service to the center
4. Use of appropriate dress that will not set the volunteer apart from the parents

THE INSTRUCTIONAL PROGRAM

If children of limited backgrounds are to develop curiosity and the skills of communication required for educational progress, it is important that a sensory-rich learning environment be provided to stimulate thinking and provoke questioning. A warm, accepting classroom atmosphere is needed to dispel fear and to enable children to develop feelings of "belongingness", self-confidence, adequacy, and security. Within this setting an educational program can be developed which is based upon specific goals.

An instructional program to accomplish these goals is outlined in the following pages. The curriculum is based upon specific goals which may not be realized within a year, but which must underlie all work envisioned in this project.

In the left hand column specific skills are identified. These skills need to be developed continuously and systematically. The foundations for these skills can be established as the young child participates in learning experiences.

In the right hand column, learning situations are suggested in which skills might begin to be developed and strengthened as four-year olds and their teachers work together. These suggestions are not meant to be restrictive or to imply that the program as outlined is complete. They are intended to establish guide lines for the development of learning experiences for the children who will participate in this program.

The experiences, needs, and abilities of the children will determine the nature and the level of difficulty of the activities selected for the instruction program. The true curriculum will emerge and develop as children of limited backgrounds and teachers work together toward the realization of the goals.

GOAL: Develop communication skills.

Skills	Suggested Learning Situations
Listen with attention in order to:	
Recognize and identify sounds.	1. Listen to sounds in the environment and identify their sources (fire siren, children's voices, musical instruments, etc.) 2. Listen to tape recordings of sounds made during learning experiences (piano, school bell, door closing, ball bouncing, etc.), identify source. 3. Listen to respond to one's own name.
Identify likenesses and differences in sounds.	1. Listen to music and musical instruments to note likenesses and differences in sound, intensity of sound and/or tempo. 2. Listen to nursery rhymes and poems to identify rhyming words.
Reproduce sounds that have been heard.	1. Listen to sounds made by objects, such as scissors or an egg beater. Identify source of sound after a child or the teacher operates an object behind a screen. Reproduce the sound to check accuracy. 2. Listen to repeat one's own name and address.
Understand simple thoughts that have been heard.	1. Listen to stories, songs, and poems for enjoyment. 2. Listen to experiences related by other children. 3. Listen to follow directions.

Skills	Suggested Learning Situations
Speak Clearly.	1. Give directions. (Directions may be given for a game, for getting materials, for a fire drill, etc.) 2. Talk about an object or an experience.
Express ideas using an appropriate and an expanding vocabulary.	1. Talk about excursions. (Trips to a store, a park, the zoo, etc.) 2. Retell a short familiar story with the help of some visual aids. 3. Use puppets to dramatize short stories.
Participate in conversations with both peers and adults	1. Converse informally with individuals or in small or large groups. 2. Take part in dramatic play. (Use the toy telephone, play store, play in the doll house, etc.)
Express ideas in thought units. (A thought unit may consist of a word, phrase, sentence or several sentences, depending upon the situation and the maturity of the child.)	1. Tell about classroom pets, trips, objects, pictures, or books. 2. Make suggestions for solving group or individual problems. 3. Role-play what will be done on a class trip.
Detect visual likeness and differences.	1. Note similarities and differences of objects as to form, size, color, and use. 2. Match objects or pictures that are alike. 3. Identify personal property by size, shape, color, or form.
Interpret real or vicarious experiences.	
Recognize main idea.	1. Find pictures that illustrate specific nursery rhymes.

lls	Suggested Learning Situations
	2. Select story books that contai. stories about a particular topic. (Books about toys, animals, boats, etc.)
ociate events in uence.	1. Talk about and recall what is to be done in getting materials, in going out to play, in getting ready for lunch, etc. 2. Put two or three pictures in order to retell a familiar story.
er motives or lings	1. Relate what is heard in a story or poem to personal or group experiences. On this basis, discuss how a character felt or why he acted as he did. 2. Interpret pictures on the basis of facial characteristics or posture of the character. 3. Interpret feelings through pantomime.
dict events.	1. Use pictures to retell a story. Have children predict next part of story prior to the exposure of certain of the pictures. 2. Pause at a crucial point in a story. Ask the children to predict the next event.
e accurate recall.	1. Carry short verbal messages correctly. 2. Dramatize nursery rhymes or parts of stories. 3. Dramatize what has been experienced o a class trip. 4. Memorize nursery rhymes, or appropriate short poems or jingles.

GOAL: Develop the ability to think quantitatively

Skills	Suggested Learning Situations
Understand simple quantitative relationships through experiences involving either one to one correspondence or counting.	1. Which is more - two pennies or three? 2. How many cartons of milk do we need? 3. Who is tallest? Shortest? Is_____ as tall as_____? Is_____taller than _____? 4. Which comes first? Which comes last? 5. How many turns can we take on the swings? 6. How many can work in one space at a time? 7. How many are needed for a dramatization? ("The Three Bears" - "Three Little Pigs")
Solve problems arising in natural situations	1. Talk about - a. the number of big blocks, little blocks needed for the airport. b. the nearest way to the fire hydrant, fire alarm box, mail box. c. the number of things needed for lunch. 2. Play store. Learn to recognize cent, nickel, etc. 3, Count for necessary information: children, milk cartons, crayons
Understand simple concepts of time and space.	1. Observe birth dates and special days on the calendar. 2. Compare sizes of buildings while on a trip. 3. Identify landmarks and use as guides to find the way to and from school. 4. Discuss the best locations in the room for toys, blocks, wraps, etc.

Skills	Suggested Learning Situations
Express ideas using a growing number vocabulary.	1. Observe and experience to develop the following contrasts: near - far, big - little high - low, up - down in - out, large - small on - under, long - short short - tall, thin - fat early - late, slow - fast

GOAL: Develop aesthetic values through experiences in art, literature, and music.

Skills	Suggested Learning Situations
ART	
Learn to use art materials.	1. Experiment with a variety of art media, such as, fingerpaints, tempera paints, and modeling materials.
Learn to express ideas and feelings through the use of a variety of art media.	1. Interpret ideas gained from real and vicarious experiences.
Establish work habits and standards necessary for accomplishment.	1. Learn to get and put away needed materials. 2. Begin to see the need for completing work that has been begun.
LITERATURE	
Learn to appreciate and enjoy good literature.	1. Listen to nursery rhymes, nonsense rhymes, and many kinds of stories, poems, and factual material appropriat for four-year olds. 2. Recall and say poems or parts of stories with teacher. 3. Listen for unusual or descriptive vocabulary.

Skills	Suggested Learning Situations
Listen attentively.	1. Listen to stories and poems (read and told) of increasing lengths and increasing complexity of plot. 2. Listen to learn of experiences different from own.
Learn to react to literature.	1. Join in with repetitious parts of a story or poem. 2. Relate own experiences or group experiences to material read. 3. Interpret stories or poems through dramatizations.
Develop the ability to discriminate between the realistic and make believe.	1. Make associations with real experiences. 2. Listen to many realistic and imaginative forms of literature.
Learn to handle and care for books correctly.	1. Have many opportunities to handle books, turn pages, use bookmarks, etc.
MUSIC	
Learn to distinguish between the singing and speaking voice.	1. Hear same words sung and spoken. 2. Carry simple melodies. 3. Participate in singing songs. 4. Learn to sing many songs appropriate for the age group. (Songs that are fun; songs that tell us about people, places or things; songs that help us hear the wind; songs that make us want to dance, etc.)

Skills	Suggested Learning Situations
Learn to express ideas and feelings through creative response.	1. Play rhythm instruments to accompany song, dance, and dramatic play. 2. Make rhythmic movements with bodies accompanied by music. (How do you walk in the rain? How do the trees look on a windy day? How will the pony move when he hears this music?)
Develop auditory discrimination.	1. Recognize different melodies. 2. Identify the sounds of different rhythm instruments. 3. Recognize phrase repetition.
Develop an appreciation of aesthetic values of music.	1. Listen to appropriate selections in order to build a listening repertoire. (Lullaby - Brahms, Stars and Stripes Forever - Sousa, Badinage-Herbert, etc.)

GOAL: Foster good health and further physical development.

Teachers and other staff members may promote physical welfare of children by being aware of physical needs.

Special attention may be given to:

EYES - Activities should be planned so as to avoid eyestrain.

EARS - Day dreamers, the dawdler, and the child with constant colds should be watched for hearing difficulty.

MUSCLES - Activities should further large muscle and motor growth. Muscular coordination cannot be rushed.

POSTURE - Provision should be made for frequent changes in position during work and play.

REST - Provision should be made for rest and relaxation in the school. Sufficient amounts of sleep should be encouraged at home.

NUTRITION - Snack and/or lunch periods can build healthful eating habits and desirable social habits.

Skills	Suggested Learning Situations
Learn to control body movements.	
Locomotor Skills	1. Participate in activities that provide opportunities for: walking, hopping, jumping, leaping, running, galloping, skipping, sliding.
Axial Skills	1. Participate in activities that provide opportunities for: bending and stretching, swinging and swaying, twisting.
Strength and Agility	1. Participate in self-testing activities. 2. Use equipment, such as climbing apparatus.
Develop sensory acuity.	1. Participate in activities involving hearing, seeing, touching, and listening.
Learn to use outdoor equipment safely.	1. Use equipment that provides opportunities for: climbing, lifting, crawling, pushing, pulling, throwing, catching, etc.

GOAL: Develop an understanding of self and a wholesome self-concept.

Skills or Attitudes	Suggested Learning Situations
Develop wholesome feelings	1. Receive a smile or a friendly look from the teacher. 2. Receive praise and admiration for achievement. 3. Receive comfort, reassurance, and fair treatment when mishaps occur. 4. Engage in many activities which bring success.

Skills or Attitudes	Suggested Learning Situations
Understand self as a unique person.	1. Identify self in relation to one's own family unit. 2. Discuss self in terms of mirror reflections and photographs. 3. Discuss personal likes and dislikes.
Understand self in relation to group.	1. Engage in small group enterprises which are self chosen. 2. Extend friendship through celebrating birthdays, complimenting efforts of others, choosing another child for a work partner, and showing sympathy. 3. Discuss one's role in the group after activities such as block building and dramatic play.
Develop realistic self expectations.	1. Receive encouragement to try again when failure is met. 2. Engage in activities to dispel fear and clarify misconceptions. 3. Engage in self-testing activities involving the use of playground equipment, puzzles and art media.
Understand feelings and handle them in a socially acceptable manner.	1. Engage in imaginative talk while playing. 2. Learn a "feeling" vocabulary related to situations. This vocabulary includes such words as sad, unhappy, surpris[illegible] cold, strong, afraid, brave, [illegible] tired, mean, anxious. 3. Reveal self feelings while engaging in various physical activities and after listening to stories and music.

GOAL: Develop an awareness and an understanding of the environment.

Skills	Suggested Learning Situations
Observe, using the five senses.	1. Note carefully parts of familiar toys, work materials, etc. 2. Identify distinguishing features of things in the environment (children in the group, class pets, trucks seen on the street, etc.)
Locate information to answer questions	1. Talk with the crossing guard, fireman, or postman concerning ways they help children. 2. Use objects, pictures in books, or filmstrips to gain information. 3. Experiment and explore uses of materials to find answers.
Evaluate information.	1. Talk about ideas and facts gained from an experience. 2. Choose from several pictures the ones that contain information about the problem being discussed. 3. Look at picture books to find parts that pertain to the situation being considered.
Organize information.	1. Plan ways to get ready to paint, put on clothing, get ready for lunch, etc. 2. Select objects or pictures pertaining to specific topics (animals, toys, etc.)

Suggested Daily Schedule

(Half Day)

8:30 a.m. - 9:15 a.m.	- Greeting children, health examination, self-selected activities
9:15 a.m. - 10:15 a.m.	- Varied activities (Discussion, corrective speech, and other language experiences, trips, work with art and construction materials, experiences in relation to science, health, safety, number)
10:15 a.m. - 10:45 a.m.	- Washing and clean-up activities Snack
10:45 a.m. - 11:15 a.m.	- Music or literature
11:15 a.m. - 11:45 a.m.	- Supervised play

The afternoon session will be utilized by the teaching staff for:

1. planning and preparing for teaching responsibilities.
2. making home visits.
3. conferring with parents, individually and in small groups.
4. bringing records up to date.
5. arranging for trips.
6. conferring with resource personnel from community.

Suggested Daily Schedule

(Full Day)

8:30 a.m. - 9:15 a.m.	- Greeting children, health examination, self-selected activities
9:15 a.m. - 9:45 a.m.	- Toileting and washing and snack to supplement breakfast
9:45 a.m. - 10:15 a.m.	- Literature and music
10:15 a.m. - 10:45 a.m.	- Supervised play
10:45 a.m. - 11:30 a.m.	- Language and speech activities
11:30 a.m. - 11:45 a.m.	- Washing and cleaning activities
11:45 a.m. - 12:15 p.m.	- Lunch
12:15 p.m. - 12:50 p.m.	- Rest (dressing included)
12:50 p.m. - 2:15 p.m.	- Varied activities (Discussion and other language experiences, trips, work with art and construction materials, experiences in relation to science, health, safety, number)
2:15 p.m. - 2:30 p.m.	- Preparation for supervised play
2:30 p.m. - 3:00 p.m.	- Supervised play

If children are to gain maximum benefits from the play period, it seems important that:

1. A separate play area be reserved for the four-year-olds.

2. Play equipment be provided which will enable children to engage in vigorous exercise appropriate to their level of development. Such equipment would include apparatus of varied kinds to encourage crawling, climbing, pushing, and lifting.

A Description of Project Schools

The Mount Royal Elementary School

A New School in an Urban Renewal Development

The Mount Royal Elementary School first opened its doors to children in February, 1959. It is located in a section of Baltimore City known as the Mount Royal Urban Renewal Area. Within the bounds of limited funds, the Department of Education is trying to provide in the Mount Royal Elementary School an instructional program geared to the unique needs of the children who live there. To this end, sufficient staff has been provided to ensure that no class shall exceed 30 pupils per classroom teacher. Only qualified teachers have been assigned to the school's faculty. To enrich the regular educational experiences of these under-privileged boys and girls, extra facilities have been provided in the school. The hope is that the school's program will influence the parents of its children to recognize and assume their parental and civic responsibilities.

Of the 825 pupils in the Mount Royal Elementary School, approximately 60 per cent are Negro and 40 per cent are white. These children come from three different population groups in the neighborhood--long-time white resident middle class families, poor white transients from the South, and Negro families. Children from the first group comprise only 4 per cent of the school's pupils at most.

Many of these school children lack parental supervision. Their experiences are mainly confined to neighborhood activities. These children are difficult to motivate; they lack academic skills; and they lack the background of knowledge usually found in youngster their age. Success in school is not important to most of them, but school is in reality perhaps the best means of helping them achieve a higher standard of values than those of their parents.

The Department of Education has taken specific steps to increase the effectiveness of the Mount Royal Elementary School's educational program. We noted earlier the fact that no unqualified teachers are to be assigned to its faculty as well as the fact that no class may exceed 30 pupils. In addition to this, additional resource services have been made available to the school. Resource teachers in art, music, physical education, and speech, as well as a full-time counselor and librarian, supplement the school's regular faculty. The faculty has had many planning sessions to improve the school's instructional program; studied the nature of the children comprising their pupil population; they have identified resources in the community, both physical and human, which could be used to extend the school experiences beyond the walls of the classroom. Also, special efforts are continually being made to provide these pupils with needed out-of-school experiences.

To supplement the regular school program the faculty has sponsored many out-of-school activities. Some teachers are active participants in church-sponsored programs for neighborhood children. This program has been carried over to a summer day camp program. Members of the faculty have on their own time taken groups of children to night musical, historical, and scientific programs in their attempts to enrich the regular classroom activities.

During the school term, each class in the school has an opportunity to take trips to areas of educational worth outside of the Mount Royal area. In the school's efforts to enlist parent interest and support, the school librarian has sent home to parents, before the holiday seasons, lists of suggested children's

books. Many parents have responded to this by purchasing these graded reading level books for their children.

While the school has not yet achieved a nongraded organization, the groundwork for this plan of school organization is in the process of development. Faculty members are giving careful study to this matter. They hope to implement the nongraded organization within the coming school year. Many current instructional practices now in being reflect this philosophy.

Through its cooperative planning the faculty is continuously involved in curricular adjustments which relate the educational program to the needs and interests of the children attending the school. To keep abreast of community developments, the faculty is also engaged in expanding its knowledge of the community by following the development of the Urban Renewal Authority's plans. To this end a faculty committee has set up a community resource room containi[illegible], maps, charts, newspaper clipplings, examples of classroom activities, and a continuing annotated card file of classroom experiences for reference purposes.

The Mount Royal School is constructed so as to include facilities for the Department of Recreation as well as the usual school rooms and facilities. The Department of Recreation conducts an active recreational program in the school building. Recreational programs are carried on after school hours and during evening hours every night in the week except Sunday. In this respect the school building is truly a community center.

Mt. Royal School 66
121 McMechen Street (17)

TYPE: Elementary

BUILDING CONSTRUCTION AND RATING	
Date (s) of Constr.	1959
Material	Masonry
Rating, 1951 School Facilities Survey	-
Defects Noted in Survey	-

FACILITIES*	NO.	REMARKS
Auditorium	1	
Gymnasium	1	
Gym-Auditorium		
Cafeteria	1	
Library	1	
Shop		
Home Ec. Room		
Laboratory		
Classroom	26	incl. 2 Kdg.
Health Suite	1	
Other Activity	1	Projection Room

AREAS	SQUARE FEET
Total Site (2.773 acres)	120,792
Building	43,626
Floor Space All floors	90,379
Play Space	70,950
Hard Surface	70,950
Soil	None
Ornamental and Service	6,216

(Includes 8,651 Dept. of Recreation)

REMARKS:
*Excluding Dept. of Recreation

The Graceland Park-O'Donnell Heights Elementary School No. 240

A Relatively New School in an Industrially Zoned Low Socio-Economic Neighborhood

The Graceland Park-O'Donnell Heights School, constructed of brick veneer, first opened its doors to elementary school children in 1950. Located on a nine acre site in southeast Baltimore in the heartland of an industrially zoned complex, the Graceland Park-O'Donnell Heights School serves an almost exclusively white low socio-economic group. In its environs, resides a population of 17,429 persons of whom only 32 are Negros. School 240's pupil population reflects this latter fact -- of its 842 pupils only 2 are Negros. Surrounding homes are principally row houses averaging about 3.83 persons per household. The values of these homes average about $8,800. Of the 5,075 homes in this area, only 412 have been classified as dilapidated and deteriorated.

Immediately to the south of School 240 is the O'Donnell Heights Housing Project -- a complex of 900 homes. Over 400 families in this project are on relief. Most of the children enrolled in School 240 come from the O'Donnell Heights Housing Project. These families are not newly arrived white in-migrants. For the most part they are composed of long-time native Baltimoreans caught in a low socio-economic syndrome within which they have drifted to the lower levels. Many of these families are female oriented, lacking a stable male image. The children might be accurately classified as culturally disadvantaged.

No small wonder then that School 240's pupils generally get little parental supervision and guidance. They lack acceptable academic skills. Since success in school assumes little importance in their lives reflecting parental indifference, these children are difficult to motivate to learn.

In spite of these factors, the faculty at School 240 have developed in these children love where little existed, replaced indifference with interest, and substituted anxiety with hope.

The philosophy here is that each child is of prime importance. The faculty cares about each child and the children soon know it. No special treatment, other than that accorded all other elementary schools, is given to School 240. This is reflected in the fact that a large percentage of its teachers are either special substitutes or per diem teachers. Yet under the guidance of able administrators, the school's faculty has become imbued with the nongraded school organization philosophy. The main reason the graded organization exists is due to the insistence of the parents who regard grades completed in terms of status symbols. Nevertheless, the school functions in fact on the nongraded concept, though in name on the graded.

In the Graceland Park-O'Donnell Heights School, the median number of pupils per classroom teacher is 36. Its 26 teachers are supplemented by a number of part-time resource teachers. These resource teachers provide experiences for the children in art, vocal music, physical education, and instrumental music. A speech correctionist, psychiatric school social worker, and a librarian complement the teaching staff. In addition, many other community agencies work closely with the school's faculty. Social workers from the Department of Welfare are a constant source of valuable information about pupil home conditions. The Department of Recreation operates a program of activities four nights a week in the school's gymnasium. Many nonofficial community organizations sponsor other social and athletic activities.

Graceland Park-O'Donnell Heights No. 240
O'Donnell and Gusryan Streets

TYPE: Elementary

BUILDING CONSTRUCTION AND RATING	
Date (s) of Construction	1950/1955
Material	Brick/Frame Portables
Rating, 1951 School Facilities Survey	Satisfactory
Defects Noted in Survey	

FACILITIES	NO.	REMARKS
Auditorium	1	Capacity 222
Gymnasium	1	Capacity 70
Gym-Auditorium	0	
Cafeteria	1	Capacity 384
Library	1	
Shop	0	
Home Ec. Room	0	
Laboratory	0	
Classroom	31	Includes 2 Kdg. 7 Port. 1 make-shift
Health Suite	1	

AREAS	SQUARE FEET
Total Site (3.68 acres)	378,101
Building	40,360
Floor Space All Floors, incl. basement	75,613
Play Space	170,500
Hard Surface	20,000
Soil	150,500
Ornamental and Service	167,241

REMARKS:

A Letter to the Mayor

In his SATURDAY LETTER TO THE MAYOR dated March 30, 1962, the Commissioner of Health wrote:

Dear Mayor:

There is transmitted to you herewith the Weekly Morbidity and Mortality Statistical Report of Baltimore for the week ending March 29, 1962.

Dr. Matthew Tayback, Assistant Commissioner of Health for Research and Planning, at my request has just handed me his reasoned reaction to needs of problem families and I hasten to share it with you because of its thoughtful and analytical nature.

Dr. Tayback writes as follows:

There can be little question that the deterioration of the physical structure of the Inner City is associated with overwhelming social and economic problems among many residents of this area. The economic problem can be viewed as a matter of insufficient family income to command housing of space and privacy, adequate to encourage stable family life. The economic problem is not however a simple circumstance. A substantial number of families are so called 'broken units' consisting of Aid to Dependent Children (ADC) or ADC type aggregates, i.e., a mother with three or more children and separated from the father. Another principal family type is one in which the family head is of marginal capacity as a productive worker due to limited academic or vocational capability or due to disabling emotional disorder, one overt symptom of which is alcoholism.

In our Mental Hygiene Clinics for Children, we see many of these problem families wherein the cultural, social, and economic difficulties are so immense that it is impossible and unwise to invest the time of highly skilled and hard to recruit professionals on the retraining and remotivation of families

where the probability of success is minimal. We learn to pursue a principle of allocating our limited funds and personnel to activities which have a reasonable likelihood of producing a significant and desirable outcome.

In this connection I feel strongly that the most important effort that can be made towards upsetting the vicious circle of

"POVERTY leads to DISEASE, DELINQUENCY, AND LACK OF MOTIVATION

and THESE in turn lead back to POVERTY"

is to enrich the slum environment by providing optimal educational, recreational, and health services for the preschool age child and then for the primary and secondary school age child.

One might say that more rapid results could be secured by working first with adults but the behavioral science pertinent to this problem area would indicate otherwise.

In accordance with this thinking, one would thus recommend:

1. the selection of three pilot areas one each in the east, west, and south segments of the Inner City
2. the establishment of day care centers for preschool age children under the jurisdiction of the Department of Education
3. the establishment of optimal pupil-teacher ratios in primary and junior high schools serving the pilot areas
4. the establishment or enrichment of after-school recreation programs under the jurisdiction of the Department of Recreation
5. the provision of sufficient school nurse time and mental hygiene clinic time to provide physical and mental health supervision for children in the pilot areas, and
6. the evaluation of the impact of these services upon the children and the families involved.

You will be interested to note that, quite independently, the City Health Department thinking in the above matter is closely allied to that set forth by Dr. George B. Brain, Superintendent of Public Instruction of Baltimore, in a plea to the Ford Foundation entitled, "An Early School Admissions Project" dated January 5, 1962.

The Advisory Committee For Project Help

As noted in the main body of Project Help, the school's instructional program will not operate in a vacuum. School, home, and community have inseparable roots. Therefore, Project Help proposes to utilize available community resources through a Project Help Community Advisory Committee. Such a committee would meet periodically to note the progress and discuss the effectiveness of Project Help. At these periodic meetings, the school staff will draw upon the knowledge of community agency representatives, particularly in regards to culturally deprived families and their problems. Also, such meetings would provide opportunities to coordinate for Project Help the services of various community agencies which will be necessary for the success of the project.

The Project Help Community Advisory Committee would consist of representatives from community organizations and agencies as follows:

Baltimore City Health Department

Baltimore Council of Jewish Women

Baltimore Jewish Council

Baltimore Urban League

Baltimore Urban Renewal and Housing Agency

Citizens Planning and Housing Association

Community Chest

Coordinating Council of P.T.A.

Coppin State Teachers College

Health and Welfare Council

Johns Hopkins University

Maryland Council of Churches

Metropolitan Superintendents Group

Morgan State Teachers College

Pre-School and Nursery School Groups

State Department of Education

State Department of Public Welfare

Towson State Teachers College

University of Maryland

Young Womens Christian Association

Plans for the Development of Experimental Equipment and Supplies

Much research needs to be done to contribute to our knowledge of the kind of equipment and instructional materials that can best be used to motivate disadvantaged children to learn. Such children, because of an apparent lack of typical communication skills, do not relate readily to the usual equipment available for the early learning experiences of children in kindergarten classes and the primary grades. Some experimental equipment is available commercially and will be evaluated for use in the program. The instructional materials, supplies and equipment for the project will be selected on the basis of criteria which have been developed by members of the school staff who have been studying disadvantaged children and their educational needs. These criteria suggest that:

1. The equipment must contribute toward good social exchange in order that disadvantaged children may acquire the values to be derived from sharing and cooperation.
2. The equipment must intrigue the disadvantaged and create inquisitiveness which will lead toward self-discovery of the practical uses of equipment.
3. The equipment and the instructional materials which are to be used in the project must be safe for use by young children and be of durable quality.
4. The equipment and the instructional material must contribute to the culturally deprived child's readiness to read, readiness to write, physical development, the development of self-concepts, and the development of self-expression and language skills.

5. Equipment and instructional materials must provide for a variety of interests and educational needs in order to span the breadth of individual differences represented within the groups.

While some equipment and instructional materials may be available commercially, others may need to be devised or invented as the project progresses. The research findings should prove most helpful in providing insights concerning the kind of equipment which should prove most useful. If the kind of equipment or the material needed to promote the maximum development of disadvantaged children is not readily available on the commercial market, it will be necessary to develop such items. For this purpose, the assistance of product manufacturers should prove beneficial.

The Project Planning Committee has already suggested novel shelving arrangements for library books. They have also prepared a list of suitable library books and other reference materials which can be utilized by the instructional team.

The Committee has furthermore given attention to musical equipment and supplies and has identified such standard items as pianos, record players, cymbals, musical triangles, tone bells, and music books. Tape recorders and tapes for experimental instructional purposes helpful to the improvement of communication skills are to be included. The physical needs of such children have also been considered and a list of physical education equipment and supplies necessary for the project has been prepared by the committee. Moreover, various art materials have been suggested by the committee for the purpose of contributing to the development of the disadvantaged child's creative ability.

Research Design for the Project

Down through the ages, research has served as a practical path to progress. Research has not only paved the road to social betterment, but also has improved mankind's physical well-being and standard of living. From ideas tested by good research methods have come many comforts and conveniences that have eased man's burdens and improved his ability to use his environment productively. For reasons such as these, research will become an integral part of Project Help.

Research Organizational Design

To carry out effectively the research proposals for Project Help an organizational framework is necessary. Such a design is proposed in Figure 1. Under the direction and leadership of the Superintendent and in conjunction with the Elementary Division and the Project Coordinator, the Bureau of Research would exercise administrative control over all research activities focused on Project Help. The Bureau of Research is charged with the responsibility to see that all approved research activities conducted in connection with Project Help are coordinated and carried out in accordance with the approved research design.

For purposes of administration, all research proposals initially will be subsumed under four areas: (1) Special Sociological and Community Research Studies; (2) Curriculum Research Studies; (3) Child Growth and Development Research Studies; and (4) Longitudinal and Evaluative Research Studies -- focused on evaluative aspects of the ongoing research studies in the other three areas. Although many persons and numerous organizations

in and around the Baltimore area would be utilized to help carry out Project Help's research activities, responsibility for conducting specific research studies would center in Morgan State College, University of Maryland, Johns Hopkins University, The Bank Street College of Education, and the Bureau of Research.

The discussion of the research possibilities which follows recognizes the need for modification or revision of research assignments as the project progresses. Many of the research studies will become better defined as the personnel involved have an opportunity to work together closely in coordinating evaluative procedures and research activities. It is not intended that the discussion of specific research responsibilities will in any way limit the work of research personnel. It is suggested only to illustrate some of the possibilities that do exist.

Child Growth and Development Studies -- Focus on Physical and Mental Health

Primary responsibility for designing research studies in the area of child growth and development focused on physical and mental health would be assumed by the staff of Johns Hopkins University, School of Hygiene and Health, Department of Maternal and Child Health. Research studies in the area of child growth and development would be carried out by Dr. Oscar C. Stine and Dr. Nicholas G. Alexiou.

Project Help calls for the daily transfer of four-and five-year olds from a familiar environmental setting into a relatively large group setting. Such displacement might create manifestations of fear. How do four-and five-year olds adjust to prolonged home separation? In this regard, are half-day centers better than full-day centers?

Also, studies could be carried out on the relationship between the daily learning activities and child fatigue. Here physical examinations for vision and hearing defects would loom as important. What is the value of daily health checks on learning? Some culturally deprived children are not toilet trained by the age of four and five. What will the effect of toilet habits be on classroom disruption and learning?

Experts in the area of safety and survival point out that young children are especially susceptible to injury prone accidents. Can children at this age level be taught concepts of survival? For example, can they be taught the danger of wading into the deep rather than the shallow end of a swimming pool? Or the danger of walking into a swing area so as to avoid injury from a swing? Or how to cross a street safely? Or how to avoid poisonous foods and liquids?

Several research studies will be undertaken with respect to the effects on mental health of children being in a sensory stimulated environment each day only to return home to an environment which gives little attention to the child's learning needs. What mental frustrations and physical ills might result is certainly an area for continued research.

Finally, the staff at Johns Hopkins will carry out research studies in the area of child growth and development and learning in terms of increasing our knowledge about attention spans, spatial relationships, memory retention factors so that the ongoing learning activities can be evaluated in terms of their adverse and beneficial effects upon the mental and physical health of four-and five-year olds.

Child Growth and Development Studies --
Focus on Maturation and Learning

A parallel area of research involves studies in the area of child maturation and learning as a function of child growth and development. Here primary responsibilities for studies in this area will be assumed by the University of Maryland. Under the direction of Dr. Gerthon Morgan, studies on maturation and the development of child self-concepts as they affect child learning activities will be undertaken. Also in the assessment of maturation, research studies will be undertaken to identify ways in which learning activities may affect physical growth.

Other research studies that the University of Maryland's child growth and development researchers may carry out would deal with the interrelationships of the group as they affect the attitudes of each child and hence his learning achievement. We have here a rich field of study in group interrelationships so that the interactions of pupil upon pupil and teacher upon pupil could be studied, especially in relation to group and individual learning situations.

Much controversy presently centers around readiness. Some persons advocate that pupil readiness for learning (i.e. reading, writing, arithmetic, physical activities) can be developed; others maintain that learning must wait until the child is ready. Do we waste time in education orienting children to become physically and mentally ready to perform various tasks? If so, could readiness for learning be accelerated somewhat without harmful physical and mental after effects?

A final area of research deals with the relationship between teacher training and education and child growth and development. Whereas Project Help will utilize well-trained teachers skilled in the latest child growth and development technology and volunteer community workers unskilled in teaching methods and techniques, some opportunity will exist to ascertain what qualities and characteristics should be possessed by those who will instruct disadvantaged children. The Research Council of the Great Cities Program for School Improvement is presently concerned with the fact that too many teachers are not being properly prepared to teach culturally deprived children. How teachers should be prepared and what preparation they should receive is an area of research in which Project Help should provide some guide lines. Moreover the project should develop insights into those methods which can be utilized by adults indigenous to disadvantaged communities who may be prevailed upon to provide leadership and constructive guidance to disadvantaged children and their families.

Research in Curriculum Studies --

Focus on Instructinal Materials and Methods

While change ordinarily proceeds at a slow pace in education such has not been the case with respect to instructional technology. Changes in instructional technology since 1956 have in essence been revolutionary. For example, five years ago the Review of Educational Research devoted five main sections to research on instruction as follows: (1) printed materials, (2) audio-visual materials, (3) community resources, (4) free and inexpensive materials, and (5) resource centers. Today only two of the five sections remain. Events that have transpired since 1956 in instructional technology

with regard to self-teaching devices and programmed materials, language laboratories, and instructional television helped cause this dramatic content change. Clearly, changes in instructional technology have created the need for research investigations to contribute to our knowledge of the kind of instructional materials that can best be used to motivate disadvantaged children to learn. Studies in this area will be the responsibility of The Bank Street College of Education under the direction of Mrs. Margaret Gilkeson and Miss Clara Coble.

Because instructional technology is in a state of great flux, research studies are needed to evaluate the effectiveness of instructional methods on reading achievement, language development, and the development of communication skills. Must different instructional methods be used for culturally disadvantaged children than for "normal" children in order to motivate disadvantaged children? Will the mass instructional systems -- television, teaching machines -- be efficient learning systems for the culturally deprived? Research in the area should prove valuable in discovering relationships between creative learning and the instructional systems approach.

Not only have great changes taken place in instructional technology but also in curriculum content. Yet debate continues today on the proper relation between the academic disciplines and the curriculum of the elementary schools. Should the nature of the pupil, his learning processes, and society's social goals be the major bases for selection of subject matter to be taught? In light of the contemplated research on child growth and development and also in light of what is already known in this area, research

studies seeking answers to this question will be devised. Most of the curriculum content projects now under study are concerned with college-bound students; most of them deal with subject matter at the secondary level. Project Help provides opportunities to conduct curriculum content research at the elementary school level concerning the achievement capability of culturally deprived children.

Special Sociological Studies --

Focus on Community Leadership and Attitudes

Clearly the attitudes a child brings to school affect the learning situation. In Project Help, teachers from a middle class background will be responsible for the education of children from a culturally deprived background. What standards are to be used to determine whether or not the child is well adjusted or maladjusted? The design of such research studies as these on personal, racial, religious, and social attitudes as they affect learning will be the responsibility of the Urban Sociological Institute of Morgan State College. Under the direction of Dean Whiting, the Urban Sociological Institute will be responsible for research activities involving this aspect of the Early Admissions Project.

As noted previously, behavior problems appear to represent conflicts between individual behavior and social requirements for behavior. What is acceptable behavior to one parent, teacher, or school system may be unacceptable when the child passes into the control of another parent, teacher, or school system. This suggests studies on differences in teacher, pupil, parent attitudes as they affect pupil learning and behavior. Do

culturally deprived children bring to the learning situation a different set of attitudes than children from a different environment. If so, how do these attitudes affect pupil learning? What is the effect on pupil learning of parental attitudes? Also subject to research study is methods that could be used to effect changes in sub-cultural group attitudes.

Several additional research studies in the areas of sociological services and community leadership may be undertaken. How effective has community leadership been in obtaining support for the project? How effective has the service of social workers been in regards to parental and neighborhood adult attitudes changes, especially attitudes detrimental to the project's continuance and pupil learning achievement?

Longitudinal and Evaluative Studies

The fact that Project Help covers a span of three years lends itself to a series of longitudinal, sequential studies. All consulting organizations including the Bureau of Research will be involved in these studies.

With regards to pupil mobility, the Bureau of Research will devise necessary procedures to maintain continuous contact with Project Help children. This must be done in order that the planned longitudinal follow-up studies may be conducted.

Research studies will be designed to test the long-term effect of Project Help upon the achievement and rate of progress of pupils in the regular classroom. Will Project Help children fall behind in their academic achievement throughout the elementary grades? Will Project Help enable children to become more socially acceptable as they progress through the

elementary grades? Will half-day center pupils or full-day center pupils adjust more satisfactorily to the elementary school situations prevailing in the city's schools? Will reading achievement be improved and maintained throughout the student's elementary years? Or will two or three years of stimulating Project Help learning experiences prove inadequate to the task of eliminating sensory deprivation?

Also a subject of long-term, sequential study will be the relationship of Project Help staff organization especially its deployment and utilization, to student academic achievement and attitude formation. Will the necessary attitudes be formed in these children to motivate them to progress satisfactorily through school? Or are personality traits immutable as some psychologists maintain so that Project Help outcomes are transitory and illusory and time will wash away its outcomes? Will Project Help reduce the drop-out rate of the culturally disadvantaged? What permanent growth can be realized in language, reading, vocabulary, and communication skills? These are only a few of the interesting longitudinal studies that will be undertaken as a consequence of Project Help.

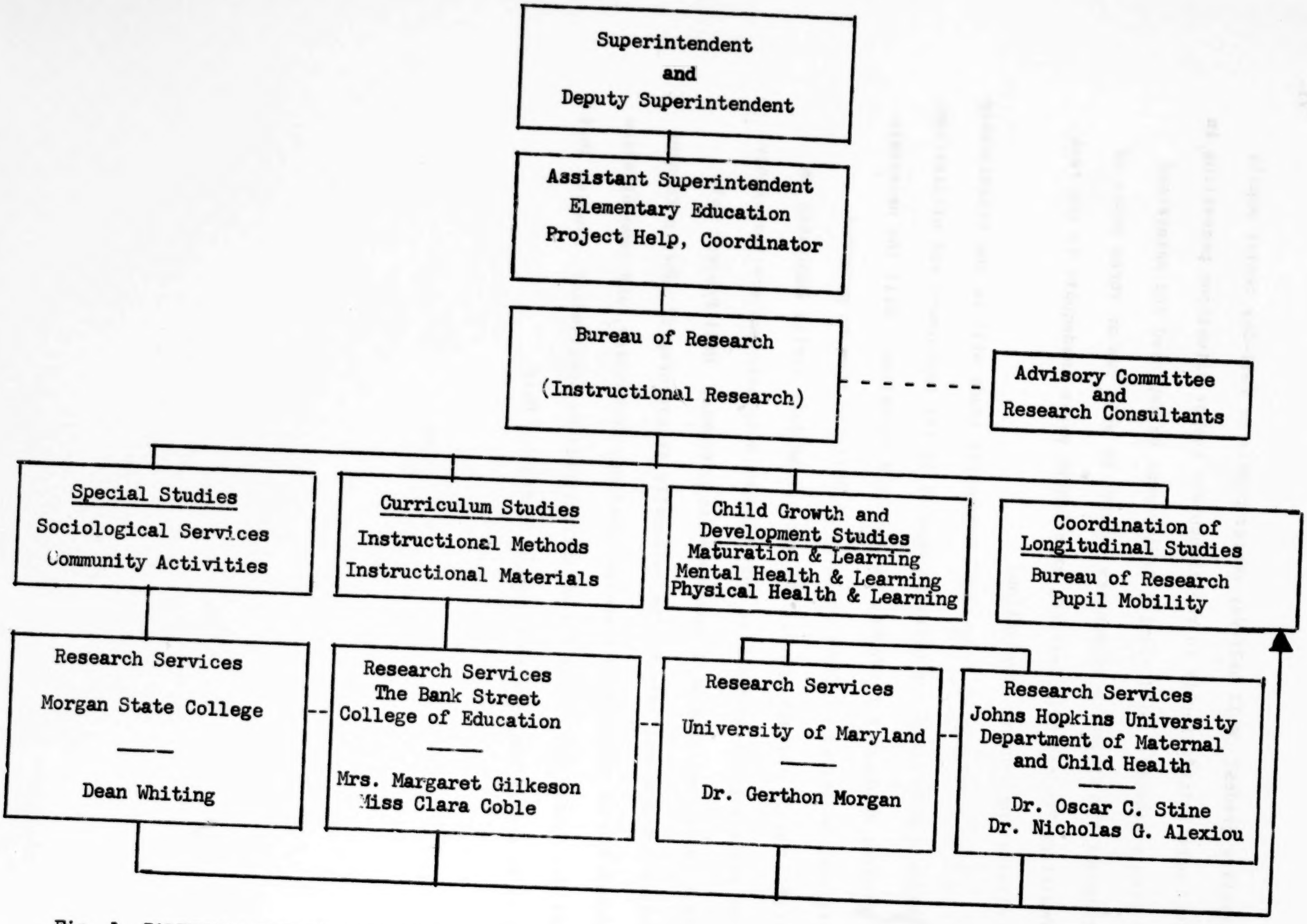

Fig. 1 BALTIMORE CITY PUBLIC SCHOOLS ORGANIZATION CHART FOR CONDUCTING PROJECT HELP RESEARCH STUDIES 1962